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ABSTRACT

The participatory planning process model developed by Peirce Junior College is described in this paper. First, the rationale for shifting from a traditional authoritarian style of institutional leadership to a participatory style which encourages a broader concern for the institution and lessens morale problems is offered. The development of a new participatory planning model at Peirce is then traced from the arrival of a new president to the subsequent formation of the ad hoc Presidential Planning Committee. The stages of the committee's work are presented next: (1) immersion in the demographic, employment, economic and budgetary constraints and challenges of the next decade; (2) analysis of the functions of the college and development of goals and objectives; (3) initiation of processes to stimulate participatory planning throughout the institution; (4) systematic review and evaluation of each college department; and (5) presentation of a report to the president and Board of Trustees concerning the review and recommendations. Finally, the president's initiation of the process for implementing the committee's recommendations is discussed. The bulk of the document consists of the following attachments: a strategy statement, a list of objectives and strategies, information on the Presidential Planning Committee's function review, a memorandum regarding recommendations for long-range planning, and the committee's end-of-the-year reports for 1983-84 and 1984-85. (LAL)

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PLANNING: THE PARTICIPATORY PROCESS MODEL

A Paper Presented at the AACJC Convention

San Diego, CA

April 14-17, 1985

Elizabeth V. McDowell

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Chair, Presidential Planning Committee

Peirce Junior College

Philadelphia, PA

In a quarter century as an educator, I have participated three times in institutional self-study in preparation for accreditation visits. The first such experience occurred in a secondary school, the second in a four-year college, and the third in a two-year college. In each case, long meetings were held; statements of philosophy and objectives were written; reports were compiled -- and, to a large extent, filed on a shelf. Oh, yes, some ideas were implemented and some changes were effected. But participants often felt ready to say with Shakespeare that it was "sound and fury signifying nothing."

In contrast, during the past year I have had the privilege and challenge of chairing a committee that has evolved a process for continuous planning and self-study that is producing results. It is this participatory planning process model that I shall explain. It is, I believe, a model that can be adapted to other institutions. Its requirement for success is a willingness to trust employees to meet the planning challenge with maturity, good judgment, and a willingness to work hard. Its risk is that responsible leadership, which encourages participation and accountability, may not emerge.

Finding Our Futures

Theodore Hesburgh in an article in Change magazine (October, 1983) declared that "the most important imperative for all of us in higher education today" is to find our identity and our futures. "Each of us must find our own. It will lie in the uniqueness of each institution; its history to be remembered, its traditions to be maintained, its strengths to be built upon, its weaknesses to be eliminated, its creative possibilities to be realized, its financial viability to be assured, its morale to be fortified by strong administrative leadership and faculty collaboration, working together for the common good of the institution."

Many institutions have long had a patriarchal, authoritarian style of leadership. In such a structure, individuals may, indeed, perform quite well, but they are inclined to have a narrow concern for their own position or their own department as all direction comes down from above, and each department vies for recognition. Such "turf" protection can lead to severe friction and infighting as declining enrollments and escalating costs force cutbacks in staffing, in benefits, and in purchase of equipment.

A participatory leadership style, in contrast, encourages a broader concern for the well-being of the total institution. Collaborative planning among all constituencies can lead to consensus rather than friction, and cooperation rather than infighting. Hence, morale problems are lessened even though economic constraints may still require cutbacks.

But even more important than the preservation of morale is the opportunity for the definition of institutional uniqueness and the shared ownership of that definition. As Dr. Robert Kirkwood, Executive Director of the Middle States Association of Colleges and Schools, asserted in an address to the Peirce planning team last spring, the key to any planning process is "the attempt to define the mission, to elaborate the goals, and to specify the objectives of the institution." When his words are set in the context of Hesburgh's, it is obvious that definition of mission and charting a future can be effective only in the context of collaborative planning for consensus.

The Participatory Process Model

At Peirce Junior College, the incentive for a new planning model came from several sources. Peirce had long been a proprietary business school before it became an accredited, degree-granting college for business career education some twenty years ago. With the acquisition of new status and direction, the College began its shift away from an authoritarian structure. The grandson of the founder remained president, however, until four years ago. As one would expect, a patriarchal style of leadership continued, producing an institution which, at its best, was described as "the Peirce family" and, at less happy moments, as "the Peirce plantation."

With the arrival of a new president -- chosen as the result of a thorough search process by a committee of faculty, administration, and trustees -- the time was ripe to increase participation in planning and to develop a leadership style with greater emphasis on accountability. Additional incentives to expand participation in planning came from accreditation teams and educational consultants who had identified a need for more horizontal communication within the institution.

The process was initiated at Peirce by the president in conjunction with the Board of Trustees. A team of administrators, trustees, alumni, and representatives of the business community that hires our graduates met for a daylong session to develop a mission statement. This statement was then refined and approved by the Board of Trustees. The statement serves as the framework within which institutional planning can proceed. (The statement is appended to this paper.)

Simultaneously with this process, the president invited each of the various constituencies of the college to select a representative to an ad hoc committee to be called the Presidential Planning Committee. The manner of selection was to be decided by each constituency -- an early indication that the process would be

trusted. At the first meeting of this committee, the president met with us, described the planning task, and declared: "Now I am leaving you. Your first task is to elect a chair and establish your agenda for initial meetings. My only requirement is that you understand that neither of the administrators on the committee is to chair it." Thus, we had a second clear signal that not only would the process be trusted but that the committee would be a democratic one with emergent rather than imposed leadership. From several nominees, I was elected as chair, and the committee began to work.

Information Base and Conceptual Base for Planning

Our first task was to immerse ourselves in the demographic, employment, economic, and budgetary constraints and challenges of the next decade. We heard presentations on enrollment, on budget, and on job opportunities for graduates. Information was gathered for a resource shelf in the library. We needed a common understanding of Peirce Junior College's history, its role in the Philadelphia educational and business community, and the implications of present and projected societal changes for its future role. With the base established and with the Strategy Statement from the Board of Trustees outlining the parameters of the college's mission until 1990, we were ready to pull up our sleeves and begin to plan.

Stage two of our committee's work was to analyze the functions of the college. First, we identified our primary function as education, distinct from and encompassing more than instruction. Under this overall rubric of education, we identified three major areas: academic support and development, institutional development and maintenance, and student development and support. In each area, we identified functions by verbs so as not to lock ourselves into present structures. In order to move to the prioritization of functions, we believed it essential to identify our primary goals as an educational institution. We agreed on three goals against which to measure.

1. To enhance the quality of the educational experience
2. To maintain the college as a viable institution
3. To strengthen the college's public image as a quality, two-year, urban-based business college

Under each goal, we identified major objectives that began to emerge as important and began to define tactics for achieving these objectives.

Catalyst for College-Wide Planning

Stage three of our work as a committee was to initiate processes to stimulate participatory planning throughout the institution. We were aware that two critical factors in any institution are communication and involvement. From the start, we had involved the director of public relations as our committee secretary so that she would have full access to our proceedings and could, therefore, keep the total community informed through the in-house publication produced in her office. The chair regularly reported progress at several all-college meetings throughout the year. At one such meeting, an open forum was held to generate suggestions. At another, the committee acted as a panel to respond to questions and comments resulting from a mid-year interim report. The student representative assumed the lead in the preparation and circulation of a student survey to elicit input from a representative sample of the student body. The alumni representative encouraged alumni input and support by means of an article she wrote for the college newsletter. Thus, we developed a climate of belief and trust that participatory planning was really occurring and that everyone's input was important to the process. The committee gained support and affirmation of its endeavors by means of a joint meeting with the educational affairs committee of the Board of Trustees. The chair was supported and encouraged by regular meetings with the president for assistance in clarification of direction.

Institutional Review

The committee then began a systematic review and evaluation of each department of the college. Touchstones for measurement were the mission statement, goal definition, and major objectives. The college community had begun to recognize the committee as a catalyst for constructive change, since many ideas that had emerged in discussion had already been carried back to constituencies and implemented. Hence, the community was willing to cooperate with our review process. In addition, a clear directive had come from the president through the administration that the committee's work was to have priority.

Since our primary goal had been defined as enhancing the quality of the educational experience at Peirce, we began our review in the area of academic support and development. A specific directive was sent to each academic department chair and division director to engage in concerted analysis and planning to 1990. Each division was asked to prepare a preliminary presentation, send representatives to report and be questioned by the committee, and then submit a written report.

The committee was able to gain an understanding of conflicting demands; committee members learned to appreciate each area and understand its relation to the total structure. This understanding was conveyed to constituencies, lessening departmental rivalry and encouraging cooperation.

Recommendations

Dr. Kirkwood, in the address cited previously in this paper, identified as the major weakness on campus after campus "the lack of understanding of what to do with information and data once it is accumulated." Certainly, our committee was feeling overwhelmed by the wealth of data we had unearthed and the conflicting needs we had identified.

Again, however, trust in process gave us the needed approach. A committee member suggested that each member of the committee put in writing what that member perceived as strengths and weaknesses of each department reviewed and propose recommendations. These reports -- some detailed, some sketchy -- were compiled by the chair into a draft of a report for submission to the president. The committee reviewed these drafts individually and jointly discussed every section, making changes until consensus was reached. The final report was approved unanimously. The president sat in as an observer at the final meeting of the academic year when this consensus was achieved. He was satisfied that the process had been thorough and thoughtful.

The chair then reported to the Board of Trustees concerning the review and recommendations. One of the values of the process described was that strengths were identified and assumptions reexamined. We took a hard look at the "taken-for-granted" and "it-goes-without-saying" sort of activities that exist in any institution. We found much for which we could deservedly feel great pride and which gave us cause for optimism for the future.

Implementation

With that sense of pride in defined uniqueness, recommendations for change are less threatening. The Committee's task was review and recommendation. Now the president instituted the process of implementation. He directed the Dean of the College to oversee the process of implementation and report progress with regularity. Key to the implementation process is that it is proceeding through normal channels of operation. Extraordinary means are not being employed. Curricular recommendations, for example, are being carefully considered by the Curriculum and Instruction Committee, a standing committee of the college. Hence, process

continues to be respected and college-wide participation in governance and planning is encouraged.

This establishment of a planning process that can stimulate needed change through normal channels provides for continuing self-study and evaluation. Hence, no extraordinary means need be employed for accreditation either. Instead, coordination and direction can come from the accreditation agency throughout the process. I have mentioned the executive director of Middle States and his meeting with the committee last spring. The chair of the committee also attended a Middle States Association conference session on self-study and institutional planning in December, 1984. The committee's work can be focused increasingly towards satisfying accreditation requirements, along with meeting institutional needs.

Implementation of the June, 1984, committee recommendations is now underway, and the committee is continuing its process of review, evaluation, and recommendation. We have expanded our membership to include several under-represented constituencies; our membership has changed somewhat both from resignations and new representation. The possibility of resignation or refusal to participate is part of trusting process, too, and a part that must be respected. Following direction is always easier than finding direction.

Probably each of you remembers the familiar chapter from Dostoyevsky's The Brothers Karamazov entitled "The Grand Inquisitor." The chapter relates a story from the days of the Spanish Inquisition. Christ has returned to earth, but the Grand Inquisitor has him arrested and sentenced as a heretic. Why? -- because the Inquisitor feels pity for the vast number of humans who want to be led like sheep and so bow down to authority. He recognized that the great gift of freedom offered by Christ carries with it burdens of responsibility. Yes, following direction is always easier than finding it.

Yet, each of us is an educator: one who is committed to leading forth from self in the pursuit of truth. Education is a dynamic process; let us be willing to trust process in educational administration and planning as well.

Strategy Statement

Through 1990, Peirce Junior College in reaffirmation of its basic mission will continue to be an independent, nonprofit, coeducational, urban-based, business oriented, two-year college.

It will have the flexibility and capability to meet the entry level and middle management personnel needs of a business community that is becoming progressively more service oriented and technologically managed and operated. It will provide specialized on-site and on-campus training programs for business and industry.

Peirce Junior College will maintain a selective admissions policy. Only those students with demonstrated academic ability or potential, who are judged as being able to profit from a Peirce education, will be admitted to the College.

It will meet the needs of its students for quality programs and instruction that will prepare them for careers in business or for transfer to a four-year college. It will offer, also, continuing education programs designed to meet the practical needs of adults for training, upgrading or personal development.

October 12, 1983

ATTACHMENT #1

OBJECTIVES
AND
STRATEGIES

OBJECTIVE #1: "To enhance the quality of the educational experience at Peirce."

Strategies: To ensure a direct relationship between the curriculum and the job market.

To maintain a selective admissions policy.

To develop an innovative Continuing Education curriculum of credit and noncredit courses to attract nontraditional as well as traditional students.

To examine and, if necessary, restructure the academic advising system.

To devise support programs for traditional and nontraditional students to assist them to stay in school.

To develop imaginative lecture programs and public forums.

To enhance the educational resources of the College, especially the library.

To emphasize analytic thinking skills that prepare a student for a career.

To determine appropriate structures for cost effectiveness and teaching effectiveness.

To encourage the professional growth and development of faculty and staff.

OBJECTIVE #2: "To maintain the College as a viable institution."

Strategies: To keep the College operating at a balanced budget every year through 1990.

To create structures which allow for maximum participation by various constituencies of the College in governance and planning.

To maintain overall enrollment at present levels.

To develop an innovative Continuing Education curriculum of credit and noncredit courses to attract nontraditional as well as traditional students.

OBJECTIVE #2 (Continued)

To direct marketing efforts toward attracting non-traditional sources of enrollment.

To improve institutional bonding as a means of improving student retention rate and alumni support.

To increase revenues from such sources as endowments, annual fund and special fundraising efforts.

To improve financial aid advising.

To encourage the professional growth and development of faculty and staff.

To expand recruiting efforts geographically.

To strengthen our relationship with the high school community which feeds our admissions effort.

OBJECTIVE #3: "To strengthen Peirce's public image as a quality, two-year, urban based business college."

Strategies: To maintain a strong relationship with the business community.

To maintain a selective admissions policy.

To market the College effectively.

To develop an innovative Continuing Education curriculum of credit and noncredit courses to attract nontraditional as well as traditional students.

To develop imaginative lecture programs and public forums.

To encourage the professional growth and development of faculty and staff.

To strengthen our relationship with the high school community which feeds our admissions effort.

PRESIDENTIAL PLANNING COMMITTEE

FUNCTION REVIEW

I. Academic Support and Development

Designing, planning, implementing, and evaluating curriculum
Hiring, supervising, encouraging and evaluating faculty
Improving faculty expertise
Providing educational resources (library, audio-visual equipment, skills centers, labs, technological equipment)
Academic advising/monitoring student progress
Maintaining student records
Scheduling classes
Providing continuing education opportunities for both the traditional and non-traditional learner
Providing field-based activities (i.e., internships or co-ops)

II. Institutional Development and Maintenance

A. Development

Advertising and marketing
Fund-raising (government sources, alumni, businesses, college, foundations)
Professional development and training for administrative personnel
Alumni activities
Community activities (speakers' bureau, membership in professional associations)
Financial planning/management
Institutional research
Public relations
Business services (placement, co-op, corporate training)

B. Administrative Support (Maintenance)

Physical plant maintenance (security, housekeeping, utility support)
Accounting/payroll/financial management
Personnel services
Technological support
Purchasing
Mail distribution
Supply management

III. Student Development and Support

Promoting student retention
Coordinating/administering financial aid
Recruiting, testing, and selecting students
Providing counseling
Providing health and legal assistance
Providing student activities
Developing student policies
Providing job placement
Providing housing
Providing food services

ATTACHMENT #3

M E M O R A N D U M

TO: Department Heads and Division Directors
FROM: Presidential Planning Team
DATE: January 17, 1984
SUBJECT: Recommendations for Long-Range Planning

* * * * *

The Presidential Planning Team is in the process of determining how we can best provide collectively for the health and well-being of PJC through 1990. We have assembled and evaluated a good deal of information on demographics, enrollment projections, and the job market. Most of this material is available on the library reserve shelf.

We now need the help of department heads and division directors in providing specific information in their areas of responsibility as to what they believe to be the needs and requirements in their disciplines for the next six years.

After consulting with your faculty, will you please prepare detailed projections for your division through 1990. Please consider the following questions:

1. Based on your best estimates, what will happen to enrollments in your disciplines in the next year and the next six years?
2. What curricular and other changes will your disciplines witness as a result of pressures in the job market?
3. What additional technological support will be required? Give estimated costs, where possible.
4. What staffing changes (teaching and/or administrative) do you anticipate?
5. Do you have any suggestions/observations about changes in class size?
6. What changes in pedagogy will be required?

Please feel free to include remarks on other considerations which may have an impact upon your discipline but which are not addressed by these questions.

Recommendations for Long-Range Planning
January 17, 1984
Page 2

Time Table:

A preliminary presentation to the planning committee-with appropriate advance handouts-by two or three representatives from the Division should be ready by the week of February 21.

Following the meeting with the planning team, please meet again as a Division to prepare the final written report.

The final report should be sent to Elizabeth V. McDowell, the chair of the planning team, by April 2, 1984.

Thank you for your help in this matter of importance to all of us.

PRESIDENTIAL PLANNING COMMITTEE

End-of-the-Year Report

Submitted By
Elizabeth V. McDowell, Chair
June 5, 1984

I. COMMITTEE

Meetings

As of May 25, 1984, the committee had met 26 times in working sessions at the college. On May 29, 1984, the committee met for lunch and an address by Dr. Kirkwood, the Executive Director of the Middle States Accreditation Association. At an additional meeting in early June, the committee members had the opportunity to review this report and suggest revisions prior to its presentation to the Board of Trustees.

Membership

The representative committee chosen by either election or appointment for 1983-84 consisted of the following members.

Academic Divisions

Business Administration - Brooke C. Quigg, resigned, 2/3/84
Information Management - John Manika
Liberal Arts - Elizabeth V. McDowell
Secretarial Sciences - Donald V. Averso

Administrative Council

Dean of Academic Affairs - J. Richard Uberti
Dean of Student Affairs - Robert C. Garofola

Alumni

Theresa Habina McGlinchey
Rita Bamonti - alternate

College Council

Chair - Michael Kuba

Professional Staff

Carolyn Francesconi

Secretarial/Clerical Staff

Joan Lincoln

Student

Renae Ethengain

The committee elected Elizabeth V. McDowell as Chair and appointed Karen Berlant as secretary.

Committee (Continued)

The 1983-84 committee established procedures for its continuation for 1984-85. It was decided that:

- * Committee members should be encouraged to remain a second year but should have the option to resign.
- * Constituencies should choose any needed replacements.
- * The chair should not be considered a representative of a constituency.
- * College Council should be represented, but not necessarily by its chair.
- * Representation should be expanded to include the Continuing Education Division.

The committee for 1984-85 will consist of the following members:

Academic Divisions

Business Administration - Gale LaRose
 Continuing Education - Director (to be appointed)
 Information Management - John Manika
 Liberal Arts - Ruth Dziadosz
 Secretarial Science - Donald Averso

Administrative Council

Dean of Academic Affairs - J. Richard Uberti
 Dean of Student Affairs - Robert C. Garofola

Alumni (shared representation with one vote)

Rena Ethenagain
 Theresa Habina McGlinchey

College Council

Vice-Chair - Margaret Obozian

Professional Staff

Anthony D'Angelo

Secretarial/Clerical Staff

Loretta Kushner

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Committee (Continued)

Student

To be appointed by the Dean of Student Services in September.

Elizabeth V. McDowell will continue as chair. Karen Berlant will continue as secretary.

Process

The Presidential Planning Committee succeeded in establishing credibility within the college community; in instituting procedures ideas which were carried back to each constituency, considered, and often implemented.

The committee was mixed in the level of commitment, participation, and contribution of its members - especially in the committee's early stages. As the year progressed, however, willingness to participate and act as a team increased. This final report is definitely the result of the shared efforts of a committee that increasingly grew to trust process, share decision making, and risk openness of expression. This growth is both a stimulus for and a reflection of greater participation throughout the institution by all constituencies.

The Chair wishes to thank President Lewin for his patience and support of this evolving process. Informal bi-weekly meetings with the chair throughout the year were a great help in bolstering confidence and in facilitating process.

Recommendation

It is the recommendation of the Chair that she be replaced on the committee at the conclusion of the next academic year, but that the committee continue as an advisory planning team. Its membership should be a mix of new and returning members representative of the college as a whole.

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II. PLAN OF ACTION

As charged by President Lewin on October 10, 1983, the committee began its work by gathering data to establish an information base. The committee heard presentations on enrollment and demographic projections, on the employment out-look in the Philadelphia region, and on budget constraints and financial projections for the college. A resource shelf was established in the library, and the committee members read extensively to provide the information base for effective planning. The committee then reviewed, discussed, and readily agreed with the Strategy Statement presented to them by the Board of Trustees on October 28, 1983.

Its next step in preparation for organizational review and specific recommendations was to review functions and to establish clear objectives within the framework of the Strategy Statement. Peirce Junior College's overall goal is seen as to educate, not merely to instruct or train. To achieve this goal the committee defined three primary objectives in their order of importance.

- I. To enhance the quality of the educational experience at Peirce
- II. To maintain Peirce Junior College as a viable institution
- III. To strengthen Peirce's public image as a quality, two year; urban-based business college

The committee discussed strategies to achieve the objectives and compiled a list of specific suggestions that had emerged during discussion. These specific ideas were referred to appropriate personnel, committees, or departments for consideration. The strategies were related to the appropriate objective. Two strategies emerged as having high priority by virtue of their relevance to each of the three objectives:

- * to develop a continuing education curriculum of credit and noncredit courses to attract nontraditional as well as traditional students
- * to encourage the professional growth and development of faculty and staff

The list of Objectives and Strategies is appended in Attachment 1. It should be noted, however, that these strategies need further refinement and prioritization.

As the committee engaged in a review of functions, it grouped them into the areas of Academic Support and Development,

Institutional Development and Maintenance, and Student Development and Support. (See Attachment 2.) In keeping with the assessment of Objective I as being of prime importance, the committee focused its review for the spring term on Academic Support and Development. A sub-committee was appointed to prepare a memorandum with specific questions for divisional and departmental consideration. (See Attachment 3.) Participatory planning in each academic division was stimulated by this request. Thorough reports were submitted to committee questioning and then were re-submitted with alterations or addenda. The divisional reports are appended to this report as Attachments 4, 5, 6, 7, and 8.

Following divisional reports, consideration was given by the committee to the structure and organization of the academic division and to the job responsibilities of personnel. Division directors and continuing education deans and directors were interviewed. The committee determined that there was insufficient time left in this academic year to review adequately the areas of co-operative education, educational resources, and the registrar's office. These areas will be reviewed early in the fall term.

To facilitate reporting findings and recommendations in the area of Academic Support and Development, the committee members presented the Chair with individual written reports of strengths and weaknesses based on their assessments of written and oral presentations and question/answer sessions throughout the semester. The remainder of this report is a synthesis of these ideas from the committee.

III. ACADEMIC SUPPORT AND DEVELOPMENT

Priority of Functions

Upon review of the minutes and the written comments of the committee, it is obvious that the function that emerges as having top priority is designing, planning, implementing, and evaluating curriculum. A second function which has a high priority but is presently perceived as consuming a disproportionate amount of division directors' time is academic advising and monitoring student progress. Two other functions that have high priority for the committee are faculty development and evaluation and the provision of continuing education opportunities for both traditional and non-traditional learners. These last two functions relate very closely to the strategies that emerged as particularly significant. The other functions listed in the function review were not adequately reviewed this year; they will be examined in the fall as the committee looks at educational resources, co-operative education, and the registrar's office.

Strengths

Peirce's greatest strength is its clear sense of purpose and mission. The academic area sustains a lively tension between the demands for strengthening the general education core and for increasing skills acquisition in a technological age, but this tension exists in pursuit of a common goal: the best possible career preparation for our students for the Philadelphia job market. The Board's Strategy Statement is readily subscribed to by the total academic area. Disagreement lies in how to achieve the goals, not in the goals themselves.

The college's commitment to support continuing education for its faculty has led to a significant increase in matriculation for graduate degrees and in courses to up-grade specific skills. Particularly noteworthy is the recent implementation of a sabbatical policy. Professional development must be further enhanced if faculty are to remain relevant to the realities of the late twentieth century. The recent offering of an in-service workshop on The Teacher as Trainer was a worthwhile response to the two strategies identified as most significant. The workshop's focus was the preparation of faculty to work with non-traditional students in non-traditional course formats. In-service training to supplement reimbursement for courses taken outside the institutional could be carried out on a regular basis between semesters and at the end of the spring term.

All academic areas give evidence of continuous effort to ensure relevance of course offerings to the job market. This effort is assisted by the use of advisory boards composed of professionals working in the careers for which students are

preparing. The co-operative education program also provides a constant check on the adequacy of career preparation. The effectiveness of these efforts to ensure relevance is validated by 77 percent of the respondents to the student survey who agreed that courses are closely tied to future job plans.

Most of the faculty demonstrate a dedication and commitment to excellence in teaching and a willingness to work one-on-one with their students in addition to classroom responsibilities. The planning and discussion carried out for the divisional reports led faculty to increased understanding and appreciation across disciplines within the division. Such cross-fertilization and mutual respect is a strength that needs to be extended across divisions. Some of this shared planning took place as one member each from the Business Administration, Information Management, and Secretarial Sciences Divisions joined with several representatives from the Liberal Arts division to work with administrators on the development of Title III and Title IV grant proposals. Another instance of mutual decision-making occurred this spring when the Secretarial Sciences Division and the English Department met to reconcile conflicting recommendations for English courses. The reconciliation appears in the approved secretarial curricula which include English Composition I and II and Speech Communication.

Division Directors establish personal contact with each student which is probably a factor in high retention statistics and in a perception of the college as having an individual interest in each student. Division Directors' evaluation of placement testing is perceived as a strength which has generally led to appropriate course selections for students and to denial of admission to those without the skills needed for successful matriculation. The skills centers have proven to be a useful support for many students.

The Liberal Arts Division under its new leadership displays a clear sense of purpose and direction. Its recommendations are well-thought-out and supported and need to be given thorough and thoughtful consideration.

The Secretarial Division also shows increasing strength, unity, and identification with the realities of the job market. Its development of fact sheets for career planning is a useful aid to recruitment.

Beginning efforts to develop a major in computer operations, to incorporate the use of microcomputers, to expand co-operative education or internship options, and to apply computer technology to accounting show promise but need further refinement and then prompt implementation.

Explorations of new directions in a paralegal program, in medical billing - cost accounting - medical records terminology, and in a dietetic technician program also show promise and warrant further investigation and possible adoption.

The Continuing Education Division displays a thorough understanding of the factors which will affect education and the types of students Peirce will need to attract in the next few years. The information base is clearly there on which to build a stronger program. Regarding non-credit programs as potential testing grounds for innovation has merit as Peirce considers programmatic changes to stay ahead of the new wave of technological change.

At the same time that Peirce looks to innovation, it needs to remember that its conservatism - while at times verging on harmful complacency - is, on the whole, a strength. The solidity of general education in liberal arts and business courses that emphasize proven concepts and basic skills is and must remain the bedrock of the curriculum.

The recent graduation of Peirce's largest class - during a time of decreasing enrollment - is the best proof that the institution is, indeed, strong. More than four hundred students successfully completed a two-year business oriented education and are ready for careers or for transfer to a four-year program. Obviously, Peirce is doing something right!

Weaknesses

As Dr. Kirkwood reminded us, involvement and communication are keys to success in institutional planning. The academic area demonstrates weakness in these two essentials.

The commitment of many faculty to become involved in the total life and well-being of the college is a definite strength. The lack of such commitment by others, however, saps the morale of those who expend such time and energy. Those faculty members less involved sometimes excuse themselves on the basis of outside jobs. Everyone recognizes that such practical experience may benefit the college as faculty make classroom instruction more relevant to current business practice. Nevertheless, those faculty members not so employed and carrying the extra responsibilities in the institution are, in effect, giving a further subsidy to those already earning outside income. It is imperative that all full-time faculty understand that their primary responsibility is to Peirce Junior College. Two indications of a failure in commitment were evidenced by the Business Administration division's lack of representation on the Presidential Planning Committee during the spring term and by the Information Management Division's lack of representation on the

committee investigating purchase of micro-computers.

Unevenness of involvement is matched with unevenness of communication. More interdepartmental, interdivisional, and interdisciplinary planning is needed to counteract the tendency for tension to become hostile rather than creative. This tension spills over from curricular concerns to personalities. There is a tendency within the institution to denigrate other divisions and their faculty members. More mutual respect can perhaps be obtained with a free flow of information. Faculty meetings, for example, could be used to present programs, curricula, and instructional methods rather than to make announcements - many of which could be circulated by memo.

Tension is sometimes evident among the faculty and administrative personnel and staff as well. Leadership must be taken by administrators throughout the institution in helping every employee of the institution understand the inter-relatedness, importance, and different expectations of every position from janitor to president. Belittling comments must not be ignored but must be challenged and corrected.

Communication problems are the major deterrent to the effective functioning of the current administrative structure in the academic area. The informal meeting and planning that now occurs among division directors and academic deans leads to those with the most compatible personalities having frequent interaction and others feeling that their concerns and questions are ignored. In addition, the emphasis is on trouble-shooting rather than long-range planning - putting out fires rather than planning fire prevention. A formal vehicle for regular meeting and planning - such as a weekly staff meeting - might improve the lines of communication and might lead to a clarification of responsibility among academic divisions, continuing education, and the Dean of Academic Affairs. The registrar and the directors of educational resources and of co-operative education need to be involved in such joint planning.

Weaknesses in delegation of authority, in the most effective use of time, in listening skills, and in lack of sensitivity to nonverbal communication were apparent as deans and directors were interviewed. Some in-service training for academic administrators in the management skills of delegation, time management and prioritizing of responsibilities, and interpersonal communication would be a worthwhile investment for Peirce Junior College.

Overall direction from the Board of Trustees and the President through the Dean of the College needs to be made clear if the organizational structure is to function smoothly. At present, personnel in the academic area have little interaction with the Dean of the College and do not perceive him as being actively interested in academic concerns. His presence at faculty

meetings and at some staff meetings might help improve lines of communication.

President Lewin remarked in October, "Those who refuse to look realistically at the future are no asset to the college." This remark applies to curriculum as well. If courses are not relevant to the future, they are no asset. Several areas are "behind the times" in their course development and are showing slippage. There has been an excessive reliance on past strengths in the Information Management, Business Administration, and Continuing Education Divisions. These areas are no longer on the cutting edge of change; they must respond more quickly to technological and demographic changes in the job market or our graduates will be cut out of jobs. Integration throughout the business and office skills curricula of the use of micro-computers and current software is imperative.

Inconsistency of involvement, poor communication, misunderstanding and tension, inadequate administrative skill, and complacency are general areas of weakness. Specific needs were addressed by divisional reports. These needs must be considered by the Committee on Curriculum and Instruction during this next academic year and by ad hoc committees as appropriate. Then resolution of areas of difference and recommendations must be made to College Council and Administrative Council for action and implementation of requisite changes. The balance between skills training and liberal education must be maintained if we are to be true to our uniqueness as an institution. That uniqueness is our greatest strength: the ability to produce an intelligent, educated, and skilled graduate.

IV. SPECIFIC RECOMMENDATIONS

General Administration

Stipulate prerequisites for each course in a major and list courses alphabetically rather than by semester requirements so as to permit offering certain courses in alternate semesters or alternate years.

Establish procedures for identifying optimum and maximum class sizes for teaching effectiveness and for ensuring that the maximums not be surpassed.

Schedule one student less than the number of work-stations in all "hands-on" courses.

Analyze classroom size, shape, and facilities for most effective teaching of subject matter and schedule accordingly.

Constitute a committee to propose methods for assigning full-time faculty to evening and/or weekend classes or short courses in addition to day college responsibilities.

Examine alternate ways of providing academic advising. Possibilities include admissions counselors handling first semester rostering; computer scanion to identify problems; peer counselors; department chairs assuming some advising responsibility; revolving and continuous registration/advising in registrar's office supplemented with registration days using faculty advisors. (Problems of alternate methods as identified by Dean Uberti in his written comments should be considered.)

Train those responsible for academic advising in counseling skills.

Establish specific responsibilities for department chairs and formalize job descriptions.

Rewrite job descriptions of division directors for greater consistency, clarity of emphasis, and tightened accountability. Redesign responsibilities of division directors to place greater emphasis on programmatic and curricular development. Demand from each division director substantial subject matter knowledge as well as administrative/interpersonal skills by January 1986. Re-organize divisions from four to three by academic year 1985-86. Integrate word processing and secretarial sciences. Integrate computer data processing and business administration.

Examine transfer counseling as a job responsibility and train those responsible for such counseling.

General Administration (Continued)

Require an annual report from each division similar to the one required by the committee this year so as to ensure participatory planning across the division.

Investigate as a future possibility the costs/benefits of a structure with three assistant deans: one for faculty and curriculum, one for continuing education, and one for advising.

Create formal structures to improve co-ordination, evenness of communication, and accountability in the academic area.

Develop closer cooperation between academic areas and recruitment and placement. (Specific recommendations will come from this committee upon review of those areas next year. One idea is an in-service workshop to train faculty as recruiters.)

Design faculty meetings that serve a purposeful, developmental function rather than merely an informational function.

Implement training in time management and supervisory skills for administrators who have moved from faculty positions to administrative posts.

Provide for a general education core spokesperson on each advisory board.

Continuing Education

Involve division directors in hiring, supervising, and evaluating evening and weekend faculty.

Demand similar academic or experiential credentials of continuing education faculty as of day faculty.

Review salary structure for adjunct faculty to ensure competitiveness in attracting quality.

Develop procedures for ensuring that the quality of course offerings in the evening and Saturday college matches that of the day college.

Plan for joint meetings of day and evening faculty in each discipline.

Examine intensive courses for academic viability. Consider pre and post requirements before the granting of three credits.

Investigate development of management and secretarial institutes.

Establish Director of Continuing Education position coupled with an assistant director and a full-time secretary in 1984-85. Plan to hire a second assistant director as program expands and enrollments warrant. One assistant director would then be responsible for the evening and weekend college. The other assistant director should have definite marketing skills and should develop non-credit programs, intensive courses, and corporate training.

Integrate planning for non-credit programs and workshops into scheduling of classrooms and faculty.

Re-evaluate continuing education short-course options in job-hunting skills - perhaps carrying credit or continuing education units.

Explore opportunities to expand management training into non-profit agencies.

Explore continuing education possibilities with surrounding neighborhoods e.g., elderly population of Washington Square West, middle-aged women returning to the job market, pre-teens and teens eager for keyboarding and computer skills.

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Curriculum

Develop a **writing-across-the-curriculum** program.

Provide **keyboarding** skills opportunities for all students.

Consider a **speaking-across-the-curriculum** approach.

Implement **micro-computer applications** across the curriculum.

Implement **quantitative** methods in management courses.

Consider an **introduction** to the use of micro-computers instead of **BASIC** or **Introduction to Computer Systems**.

Identify the skills centers as a **Mathematics Resource Center** and a **Language Resource Center**.

Contract for skills center personnel on a 35 hour a week basis rather than as **teaching faculty members** by 1985-86.

Consider **future combining of** resource centers into one location with one administrator, a **network of peer tutors**, and appropriate **faculty assignments**.

Eliminate graduation credit for remedial courses in reading, grammar, and basic math but allow them to carry transcript credit.

Develop a **summer pre-admission remediation** program in conjunction with continuing education.

Examine the **proposed** tracks in mathematics in either calculus or statistics for **probable** recommendations.

Recommend **Composition I and II** and **Speech Communication** constitute the **nine credit English core**. Encourage consideration of an additional three credit requirement of a humanities elective to be satisfied with a history, humanities, or literature course. Such a requirement would mean 24 credits of general education, six credits of work experience with co-op or an internship, and 30 credits of specialization in a skill. Credit hours beyond 60 would be required only of students needing remediation.

Consider advisability of **two-track** programs: one for transfer and one for **immediate** entry to the job market.

Consider incorporating **psychological** implications of the information **age** into course design.

Curriculum (Continued)

Develop a co-op program and/or internship possibility in computer programing and computer operations.

Refine proposed program in computer operations.

Re-examine proposal to shift from computer data processing to computer science as name of major.

Develop an accounting co-op and/or internship program.

Consider inclusion of opportunities for speedwriting.

Consider an office skills curriculum which includes electronic mail, calendaring, electronic file cabinet/data retrieval system and telecommunications.

Examine carefully the hospitality management, marketing and fashion merchandising curricula and develop specific strategies to counteract declines in enrollment.

Insist on basic competencies in writing, reading, speaking and listening as curricular requirements are reviewed. Require reading, library research, and writing in every course and major - as urged by student member of committee.

Plan to incorporate stronger international/intercultural thrust in all courses and curricula.

Initiate planning for interdisciplinary courses to satisfy general education core as enrollment declines.

PRESIDENTIAL PLANNING COMMITTEE
END-OF-THE-YEAR REPORT

May 28, 1985

I. Committee

Meetings

As of April 30, 1985, the committee has met 25 times in working sessions at the college. On May 20, the committee is scheduled for an all-day meeting to review, revise, and approve this end-of-the-year report. On May 28, the committee will meet with Dr. Kirkwood, the Executive Director of the Middle States Accreditation Association, to hear his comments on the report and his suggestions for the committee's work in 1985-86. Also meeting with the committee on May 28 will be several members of the Board of Trustees.

Membership

The representative committee chosen by either election or appointment for 1984-85 consisted of the following members:

Academic Divisions

Business Administration - Gale LaRose
Continuing Education - Joseph Bloh
Information Management - John Manika
Liberal Arts - Ruth Dziadosz
Secretarial Sciences - Donald Averso

Administrative Council

Dean of Academic Affairs - J. Richard Uberti
Dean of Student Affairs - Robert C. Garofola

Alumni

Elizabeth Grillet
Rita Bamonti - alternate

College Council

Margaret Obozian

Professional Staff

Anthony D'Angelo

Student

Donna Fountain

Support Staff

Loretta Kushner

Elizabeth V. McDowell is the elected chair, and Karen Berlant is the appointed secretary.

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The 1984-85 committee reaffirmed the policy established last year that, in the interest of continuity, committee members be encouraged to remain. In recognition of the demanding time commitments of this committee, members should, however, have the option to resign.

Donald Averso, after two years of active involvement in this committee's work, has chosen to resign. Loretta Kushner has resigned because of her anticipated maternity leave. College Council and Student representatives are one-year appointments. The Information Management Division, as a separate entity, will be phased out by the end of this fiscal year.

Faced with these changes, the committee made the following recommendations:

That the Secretarial Sciences Division permit Mrs. Obozian to continue on the committee as division representative.

That Mr. Manika continue on the committee as a faculty representative despite the discontinuance of the Information Management Division.

That Ms. Kushner be authorized to convene a meeting of support personnel to select a committee representative.

The chair has asked the present chair of College Council to arrange for the election of a representative to the Presidential Planning Committee by the newly elected Council and prior to the May 28 meeting.

The chair has asked that Dean Robert C. Garofola again interview and appoint a student representative.

At President Lewin's request, Elizabeth V. McDowell will remain as chair for one more year. Karen Berlant will continue as secretary with backup support from Loretta Kushner upon her return. Donald Averso has also offered to provide occasional backup for minutes.

The willingness of the members of this committee to give long hours and much thought to committee meetings, subcommittee meetings, preparatory reading, and writing of summary reports and comments is proof of an unusual level of commitment. It demonstrates that Peirce employees are convinced of the value and uniqueness of the college's mission and are eager to support and sustain it.

II. Role and Process

The committee has evolved a process of self-study, evaluation, and short- and long-range planning that should permit examination of the total institution over a span of three years. The foundation of the process has been the work of each department that reported to the committee. As one department chair wrote, "Thanks again for the chance to self-evaluate this office. It was a real learning experience from which we all should benefit."

The chair attended the annual meeting of the Middle States Association of Colleges and Schools and the annual convention of the American Association of Community and Junior Colleges. These meetings enabled her to compare the

evolving process at Peirce with planning processes in other institutions. She presented a paper at AACJC entitled "Planning: The Participatory Process Model." (Attachment 1). The response was one of enthusiasm for the involvement of all aspects of the college in the planning process, interest in the emphasis on building consensus, and surprised respect at the level of commitment of committee members who are not administrators.

The committee's success is, in large part, the result of the leadership of Dr. Lewin. "Simultaneous loose-tight properties" was identified as a characteristic of excellence in Peters and Waterman's In Search of Excellence (1982). Simultaneous loose-tight control has been the pattern established by the President in relation to this committee. Though entirely autonomous in its operation, the committee is monitored carefully by the President. By meeting with the chair after every two or three committee meetings, the President can readily offer suggestions and guidance for process and direction. The chair has occasionally requested the President's presence and participation at meetings to clarify direction and purpose for the committee.

The committee is limited to recommendations; it does not set policy. The effectiveness of this process of self-study, review, evaluation, and recommendation was attested to by Dean Treu in an Implementation Report dated April 2. He stated, "What I would like to convey in concluding this report is the unmistakable fact that the Presidential Planning Committee, through its carefully arrived at recommendations, has proven itself to be an exceptionally efficient vehicle for effecting change."

III. Summary of Year

The committee's first task this year was to obtain budget and enrollment updates. Then the committee completed its review of the functions defined last year under Academic Support and Development. This review entailed an examination of the Educational Resources Department, the Cooperative Education Department, and the Office of the Registrar. (Their reports are appended as Attachments 2, 3, and 4.) The first semester concluded with a summary review of the academic area with Deans Treu and Uberti.

During the second semester, the committee reviewed the functions defined last year as Student Development and Support. The Admissions Department, the Counseling Center, the Financial Aid Department, the Placement Office, the Student Activities Office, and the Student Health Service were evaluated. (Their final reports are appended as Attachments 5, 6, 7, 8, 9, and 10.) A summary review of the area of Student Development and Support was led by Deans Treu and Garofola.

The committee also examined the budget and made suggestions for possible paring. One principle upon which the committee agreed was stated in the Interim Report of March 4, 1985, and is here repeated.

Because accountability is even more critical during periods of economic constraint and retrenchment, decisions regarding personnel reductions must be made on the basis of quality performance rather than solely on position, rank, or length of service.

The committee recognizes the imperative for budget cutting. It cautions, however, that those administrators, faculty, and staff who are meeting the challenge of reduced enrollment and revenue by assuming heavier workloads and increased responsibilities should be fairly compensated.

The committee requested a second report from Dean Uberti regarding Cooperative Education. (It is appended as Attachment 11.)

In addition, the committee responded to the interest of some in exploring the feasibility of expansion to four-year programs with the following motion:

The Presidential Planning Committee supports the exploration of the feasibility of becoming a four-year institution and appoints an ad hoc committee chaired by Mr. Tobin and consisting of Mr. D'Angelo, Dr. Uberti, and Ms. Wiech. Such committee will report its findings to the Presidential Planning Committee by February 1, 1986. The committee requests a progress report by October 1, 1985.

The committee expects to examine and evaluate the functions defined under the title Institutional Support and Maintenance during the academic year 1985-86.

IV. Academic Support and Development

Strengths, weaknesses, and recommendations in the area of Academic Support and Development were identified in the end-of-the-year report, June 1984, and in the interim report, March 1985. There is evidence of progress toward implementing many of those recommendations, minimizing some of the weaknesses, and building on strengths. Further discussion of this area will be minimal in this report.

There are, however, several functions that need highlighting. An objective that emerged as having high priority for the 1983-84 committee was the provision of continuing education opportunities for both traditional and nontraditional learners. Enrollment has been less strong than initially expected in the evening college, and response to noncredit programs has been mixed. The Admissions Department had verbalized a need for clearer articulation of the philosophy and purpose of continuing education so that Admissions can recruit more effectively for these programs. The ongoing co-planning and discussion between Admissions and Continuing Education should continue, particularly since each department is staffed by personnel who are relatively new to the college.

Last year's report cautioned that academic advising and monitoring student progress seemed to take up a disproportionate amount of division directors' time. Continued attention must be paid to this concern, especially as one division director's position is phased out and absorbed by the others. Time must be present for planning and for curriculum development. Time spent in advising students, while very important, cannot be allowed to consume the largest proportion of working hours.

General comments about the departments of Educational Resources, Cooperative Education, and the Registrar were made in the interim report. This committee

would be remiss, however, if it did not make mention again of the Educational Resources Department. Despite lack of elevator service and prolonged absence of the Director as a result of illness, this department has operated calmly and efficiently to provide quality service to the institution. All of the staff are to be commended. The continuity of service attests to the team approach developed by the Director, the competent assumption of leadership by the Reference Librarian, and the professional skills of the others on the staff.

Some members expressed concern about Cooperative Education. The committee appreciates Dean Uberti's perspective both from his oral and written comments, but believes there are items that warrant further follow-up. These areas are listed under the specific recommendations.

Another concern that emerged during the year is the need for a new look at contractual arrangements, especially as faculty assume additional duties and responsibilities. In the interest of overall institutional equity, a review of current contractual arrangements should be one of the first tasks of Dean Garofola and Mr. Marshall as they assume new responsibilities for personnel. Such review should be held in consultation with the Dean of Academic Affairs and the personnel concerned.

V. Student Development and Support

The definition of this area last year during the committee's function review placed the word development ahead of support. This designation reflects a shift that is occurring in the area of Student Personnel Services and one that this committee heartily endorses. The emphasis in this area of the college should increasingly be developmental rather than only on providing service and support.

The proposed administrative redesign charges the present Assistant Dean with responsibility for Admissions and Financial Aid. This should allow coordinated planning and development of shared skills in these two vital offices. The proposed design charges the Director of the Counseling Center with supervisory responsibility for Placement and Student Activities as well. This, too, should enable coordinated efforts to ensure that energies are used for programming and development of student skills rather than only to provide services. (This redesign is charted in Attachment 12.)

Such a developmental thrust requires careful planning, and that requires time. It is imperative that time be allocated for this and not be permitted to be dissipated in day-to-day problems. Employees of the various departments in Student Affairs are concerned that such time will not be available as positions are eliminated and current employees assume more responsibility.

Student Affairs has been efficiently managed and has benefited from skillful, attentive supervision. This was evident as each department presented its report. Careful preplanning, preparation, and discussion had been done in conjunction with the Dean of Student Affairs as well as members of each department. In a time of retrenchment, however, such careful supervision may be a luxury we cannot afford. It is imperative that directors be charged with and held accountable for the day-to-day operations of their departments. Time spent with supervisors must be concentrated on long-range planning and coordination; review of day-to-day concerns cannot continue to be done on a routine basis.

Modifying administrative styles, especially when such styles have proven effective is not easy. Such modification will be imperative, however, as the Dean, the Financial Aid Director, and the Director of Counseling assume increased responsibilities. The employees in the departments under Student Affairs are highly skilled and have strong credentials. Turnover and staff changes have improved, not lessened, competencies. Hence, they are well able to assume more responsibility for self-direction. The institution must support this staff as it assumes increased responsibilities by ensuring them adequate compensation and equitable demands on time beyond the usual 35-hour week. Continued staff turnover would be dangerous to institutional health when we are operating with a minimum of employees in areas vital to the college's survival.

VI. Admissions

One such vital area is Admissions. This department has undergone a complete change of staff and a redesign of direction. Its present staff is highly competent, and the department's comprehensive recruitment plan is realistic and practical. Strong leadership was provided from the Dean and the Assistant Dean in effecting a total revamping of this department. The quality of leadership was evidenced by the Dean's providing the Presidential Planning Committee with excerpts from several articles which provided a theoretical framework within which we could "analyze and interpret the Admissions Office report."

This committee is happy to endorse the Admissions plan as presented in their report. Reestablishing the network of contacts with high schools in the Delaware Valley is, indeed, of prime importance. We support the personalized approach to following up inquiries. Several committee members were pleased by the Admission Director's checking on speed and thoroughness of process by submitting occasional "dummy" inquiries and applications. The department is also to be commended for its delegation of particular areas of responsibility to individual counselors and its encouragement of alumni support in recruiting.

This committee agrees that the Admissions Department should assume responsibility for coordination of housing, for enrollment reports and projections, and for preliminary financial aid interviews. The department's plans for the future and its recommendations are carefully thought out and deserve support.

The committee endorses the suggestion of targeting the Caribbean basin for foreign student recruitment. Such recruitment would be less costly than recruiting on other continents. The college can build on the success of students such as Corinne Shand, this year's commencement speaker from Trinidad who is graduating with a 4.0. The committee urges continued long-range planning to broaden the geographic base for recruitment within the United States as well.

Demands on the Admissions Department are heavy. It is, therefore, imperative that this office be budgeted for the increased automation support it needs to operate more efficiently. The department's plans for increased work-study support, for a student tour guide network, and a student-staffed mailing center are realistic and cost-effective suggestions.

Some concern was expressed that the counselors were not thoroughly familiar with academic programs. The counselors are recent employees; they must, however, be knowledgeable of program content and instructional methods, as well as catalog descriptions. Such thorough knowledge is essential to sustain enrollment in strong programs while recruiting for the total college.

VII. Counseling Center

With the leadership of a very competent director, the Counseling Center has established itself as a significant asset to the college since its inception in 1979. Serving both students and staff, the Center is providing stability and guidance for many who are buffeted by the conflicting pressures of our society. The Center helps to develop coping skills in the classroom, in the career search, and in interpersonal relationships. With increased emphasis on retention, the Counseling Center becomes even more essential.

The carefully articulated objectives for counseling, as stated in the Center's report, demonstrate the developmental nature of the program and its value to educational goals. To achieve these objectives successfully, serious consideration should be given to hiring a second part-time counselor. The Director is being asked to assume new responsibilities; such assumption of responsibilities should not be permitted to diminish the quality or quantity of counseling available to students.

This committee strongly encourages the Counseling Center to take the leadership in formulating a comprehensive approach to career development, involving in the planning academic division and department heads, Cooperative Education, Continuing Education, and Placement.

We commend the Center for its thoughtful presentation of philosophy and of future direction. The Counseling Center's own recommendations have merit and chart the course of the office as it looks to the future.

VIII. Financial Aid

The thorough and detailed report prepared for this committee is typical of the effective work done by this office. Despite a complete turnover of staff in the last year, the Director manages a smooth, efficient office that provides a vital service to students. It is an office that is scrupulous about legal regulations but still manages to support students in the spirit of the laws rather than allowing complicated regulations to restrict student access.

The committee is concerned that pressures will become increasingly heavy on an extremely lean staff. With the possibility of extensive aid cutbacks, with mandates for more thorough checking of financial eligibility, and with requests for developing other financial aid options, a great deal is being expected of a very few.

We endorse the training of admissions personnel to handle preliminary financial aid interviews. We urge the retention of current automation systems such as that of PHEAA. We urge careful examination of the advisability of an on-line system to permit direct crediting of student accounts. This committee will welcome comments and recommendations here from the Computer Center and the

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Accounts Office in the fall of 1985. The proposed 5520 communications linkage with the mainframe computer should allow an expanded word processing capability for the Financial Aid Office.

Training and development is crucial to keep abreast of federal and state changes and ways to deal with declining financial aid. Restricting travel and conference budgets for this department would be counterproductive.

The Director's assumption of revised responsibilities must not be permitted to remove him from primary responsibility for this office. His skills and abilities are essential as the need increases to develop alternate forms of aid.

The staff in this office and the Director in particular are to be complimented for the effectiveness of the office and the fiscal integrity and credibility established with federal, state, and private student aid agencies. The respect the Director has won for himself beyond Peirce accrues to the institution as well.

IX. Placement Service

The committee wishes to commend the Director of Placement for his many years of constructive work in developing this office and wishes him well as he looks forward to retirement. The Assistant Director demonstrated his competency with the outstanding Job Fair which brought 57 employers to Peirce this spring. This was an event which should be repeated annually. The office is fortunate in having an experienced and dedicated Administrative Assistant who is able to train and make good use of work-study students to assist her.

The staff develops job orders, assists students and alumni in their job search, and compiles statistical information on job procurement of Peirce graduates. To do its job well, Placement must satisfy the conflicting demands of student and alumni job seekers, employers, and Peirce Junior College desires for good relations with potential corporate contributors. The Placement Office manages these demands well, keeping service to students and alumni uppermost.

We may, however, have reached a point where free lifetime placement service to alumni is no longer a realistic option. In a rapidly changing job market where new technologies demand new skills, we risk damage to our reputation by agreeing to try to place graduates who may be out of touch. The free lifetime placement service needs reexamination.

The general shift in the direction in Student Affairs from service to development is one that is evident in this office as well as others. Continued shifting from service to development is needed. Particularly in times of dwindling resources and lean staff, developing student skills -- not doing for students -- must be our aim. Using staff time for typing student resumes is an expensive service that takes responsibility away from the student.

A comprehensive plan for career preparation, as has been suggested elsewhere in this report, should remove some of the burden from this office. With the

forthcoming retirement of the Director which will result in a reduced staff, it is necessary that there be a reduction in workload. Consideration should be given to increasing the responsibilities of the Administrative Assistant and reducing her clerical responsibilities by providing additional secretarial assistance.

The demands on this office are likely to increase as financial aid sources diminish. Part-time work will become ever more essential to maintain student enrollment.

The Placement Office should make a careful determination of what sort of computerization of operations would be most helpful in increasing efficiency of operation. Suggestions have been made for a computer program, a microcomputer with software package, and a word processing station. The Placement Office should consider its needs carefully and prepare a recommendation for the most cost-efficient and time-effective system. This, too, could reduce the workload on an office staff that is very lean.

X. Student Activities

The office of Student Activities provides liaison and support for student organizations and special events. It publishes the Semi-Weekly Bulletin, the student newspaper, and the yearbook. It provides services ranging from student identification cards to ordering of academic caps and gowns. From orientation to commencement, this office is heavily involved in the life of the students. This committee commends the staff for its responsiveness to student concerns and its steady growth in competence, efficiency, and professionalism.

There are, however, serious differences of opinion about the value of the functions of this office and, in at least one case, whether the office should exist at all. The committee finds an institutional ambivalence about the importance and worth of student activities. Some personnel uphold its value and see it as an essential part of the academic enterprise; others dismiss student activities as an expensive frill. Some believe that all activities should be supported solely by volunteer efforts, yet very few volunteer. Verbal praise is given to voluntarism, but evaluations for promotion and for raises give scant attention to such involvement. The college as a whole needs to reevaluate and redefine the student activities function and reach a consensus on which we can stand.

Such redefinition must begin with the office itself. This committee is pleased with the restructuring proposal that places Student Activities under the supervision of the Director of the Counseling Center. We urge this Director and the Student Activities Director to redesign the activities program with the focus on development. A worthwhile step in this direction was taken with the joint planning and implementation of a developmentally sound orientation program for fall 1984. This orientation program was innovative, responsive to the needs of this specific institution, and able to elicit wide support.

The fact that the employees in this office are themselves Peirce graduates is both a strength and a weakness. They have an unmatched loyalty to the college and sensitivity to the students. They may lack, however, a wider vision of

possibilities. Involvement in professional organizations and occasional conference attendance may stimulate new ideas and different perspectives as ideas are exchanged with colleagues from other institutions.

All activities should further the objectives defined by the Presidential Planning Committee in 1983-84. We urge co-planning and leadership development with interested students to develop programs that enhance the educational experience at Peirce and strengthen Peirce's image in the community. Several strategies identified in the first year of this committee's work are particularly relevant to a redefinition of Student Activities.

- . To devise support programs for traditional and nontraditional students to assist them to stay in school
- . To develop imaginative lecture programs and public forums
- . To improve institutional bonding as a means of improving student retention and alumni support

The day-to-day problem solving for student groups should not be permitted to preempt time for planning. Student Activities should be designed within the framework of a college-wide plan which still has the flexibility to respond to emergent needs.

Certainly, the winds of change affect Student Activities along with other areas of the college. The popularity of clubs and sports activities is much greater among recent high school graduates than it is among students who are older, married, parents, and/or who hold part- or full-time jobs in addition to their college work. The limited number of participants in activities is an indication that new directions are needed to accommodate a new student body.

XI. Student Health Services

The College Nurse is recognized as a competent professional who has added skills in several academic disciplines. In addition, the Nurse has actively participated in the life of the college beyond office and classroom.

Serious problems need to be addressed, however. Student Health Services logically comes under the aegis of Student Affairs, and the supplies budget is so located. Teaching responsibilities are, of course, under the supervision of Academic Affairs. In an understandable desire not to have two supervisors, the College Nurse requested maintenance of supervision solely by the Dean of Academic Affairs. Discussion in committee revealed, however, that the Dean evaluates the Nurse only as an instructor. In effect, there is no thorough evaluation of the nursing function, yet that is four-fifths of the contractual obligation.

There also seems to be an inconsistency in the Nurse's hourly obligations -- teaching one class for three hours and having the infirmary open for seventeen hours. Similar identification of contractual inconsistency occurred in 1983-84 in regard to the Resource Center personnel. This committee's recommendation was that they be contracted for a 35-hour work week. A similar recommendation seems appropriate for the College Nurse.

There are, however, serious questions as to whether we need a College Nurse at all. Health Service is currently unavailable many of the hours that the college is open. In a time of retrenchment, should this be a service that is eliminated?

But there is also a great deal of uneasiness at the prospect of a qualified nurse not being available to handle medical emergencies which occur when the Nurse's Office is not staffed. The committee notes that the catalog description states:

"A registered nurse is available during the day hours to provide first aid treatment for minor illnesses and injuries and for health information/education."

These recommendations are based on a consideration of day hours as implying 8:30-4:30 or 8:00-3:00 or 3:30.

Consideration should be given to an expansion of health information/education in conjunction with the Counseling Center. Coordination could, perhaps, relieve some of the demands presently made on the Counseling Center. This expanded responsibility on the part of the College Nurse could be a profitable use of additional hours in the building and still enable her to be available for emergencies.

This committee believes that this is a matter that demands discussion and resolution by Administrative Council. We recommend that Ms. Grimes be invited to such a meeting to offer her perspective.

XII. Recommendations Administration

Review contractual arrangements throughout institution.

Examine need for and role of college health service.

Reexamine the department of Cooperative Education:

1. Examine advisability of split contracts for cooperative education.
2. Consider hiring of full-time Director of Cooperative Education and reassigning fashion show responsibility elsewhere.
3. Consider combining Placement and Cooperative Education into one department.

Devise flexible work-schedule options as models for use by department heads.

Consider expansion of hourly paraprofessional and clerical help to relieve excessive workloads.

Assign separate budget number to Cooperative Education Office.

Fund refurbishing of the Library as soon as possible upon completion of the elevators.

Schedule regular bimonthly cleaning of roof drains and spouts to prevent further leaks.

Develop in-house training model for personnel new to the college or new to administrative responsibilities.

Establish a process to examine and recommend student housing options, including increased dormitory facilities.

Remove responsibility for sorting unidentified mail from Admissions Receptionist and assign to mailroom.

Recommendations Academic Administration

Schedule regular budget meetings with Division Directors, Department Heads, Grant Coordinators, Academic Department Chairs, and the Dean and Controller.

Schedule time for long-range planning by Dean, Division Directors, and Department Heads.

Develop and regularly update an inventory of faculty skills.

Insist on the principle that all full-time personnel who teach courses carrying credit have a minimum of a bachelor's degree.

Recommendations (continued)
Academic Administration

Prepare Continuing Education course schedules for evening, weekend, and summer sessions so that matriculated students can plan ahead for their courses.

Pursue development of modular courses in the evening college.

Review with department heads physical layout and location of academic departments.

Investigate a faculty advisory system for routine academic counseling.

Recommendations
Educational Resources Center

Appoint an Acting Director in the event of prolonged absence of the Director.

Prepare alternate proposals for alleviating space problem. Clearly outline costs, advantages and disadvantages, and implications for the institution as a whole.

Consult with Grants Committee for funding possibilities.

Develop a clear statement of the implications of the negative growth concept and its effect on academic program support.

Establish written procedures for faculty review of collection with adequate timelines and directives to increase faculty participation.

Cooperate with the Title III Coordinator, the Academic Dean, the Math Resource Center and Language Arts Resource Center Coordinators, and the Grants Committee to develop a proposal for a unified Learning Center.

Investigate possible solutions to automation/security needs and present specific recommendations to Administrative Council.

Consider employing consultant to advise on automation.

Undertake a formal comparative study of the library as proposed during the fall term.

Develop a quality, specialized collection rather than striving for quantity.

Graph and chart staffing of library and relationship to student use.

Continue policy of hiring hourly paraprofessionals as necessary.

Explore way to improve quality of recording events such as the Pride of Peirce and the fashion show. Determine need for improvement in staff training and/or in equipment.

Recommendations
Cooperative Education

Update and revise slide show, Computer Data Processing video, and handbook as recommended in interim report.

Revise fact sheet.

Allow an optional rather than mandatory co-op for declared transfer students.

Provide a co-op option for interested evening and weekend students.

Consider Pass/Fail grading for co-op.

Reexamine grading policies for cooperative education to ensure academic credibility of the six credits earned.

Devise uniform standards and expectations for co-op evaluations.

Cooperate with the Counseling Center, Placement, Student Activities, and Division Directors in development of comprehensive career and job search skills.

Encourage faculty assistance for placements.

Develop feedback process from placements to course relevancy.

Establish clear time frames for interviewing and placement.

Ensure relevance of placement to programs of study for each student.

Establish measurable performance objectives for co-op.

Develop a syllabus with specific learning objectives for each Cooperative Work Education course.

Recommendations
Registrar

Conduct College Fair to assist students who plan to transfer.

Prepare Transfer Guide - a brochure to explain process.

Offer periodic workshops to students and/or Division Directors and faculty to clarify and explain transfer process and requirements.

Develop method of monitoring and tracking transfer students so as to evaluate Peirce Junior College transfer process.

Develop procedures for Office of Continuing Education to assist in maintaining student records and conducting preregistration and registration for evening and weekend college.

Recommendations (continued)Registrar

Involve Division Directors and Department Chairs in class schedule development.

Plan with the Computer Center for improved documentation of procedures.

Develop and present to Administrative Council request and justification for replacement staffing.

RecommendationsAdmissions

Examine ways to lessen staff time involved in placement testing, e.g., explore computer scoring, standardized testing, etc.

Explore ways of streamlining the Admissions process.

Clarify admissions process for special students and summer school students.

Produce a simplified, lightweight, mailable brochure and application for international recruitments (business envelope size, air mail paper, reduced print).

Implement communications linkage between 5520 system and the mainframe computer. Provide additional word processing station as needed.

Develop student tour guide network.

Develop student-staffed mailing center.

Examine possibilities for space modification to permit more privacy for interviewing.

Cooperate with Academic Division Directors and Department Chairs to provide detailed briefings to admissions counselors of structure and content of academic programs.

Increase faculty involvement in recruitment efforts via career talks and other appropriate means.

Cooperate with Continuing Education Division in definition of role so as to recruit more effectively for evening and weekend colleges.

Consider campus-wide open houses upon completion of elevators, building exterior, and library refurbishing.

Cooperate with Continuing Education Office to reevaluate admissions requirements for evening, weekend, and summer school students.

Recommendations
Counseling Center

Consider the hiring of a second part-time counselor.

Consider a course for credit that focuses on resume writing, job search, and interview skills.

Develop a student leadership training program in conjunction with the Director of Student Activities.

Promote counseling services via beginning-of-semester publicity.

Coordinate efforts for counseling and support of international students in cooperation with Admissions and Student Activities.

Coordinate all-college programs with the Student Activities Office as part of an overall plan for student development.

Improve service to evening and Saturday students.

Clarify for the institution as a whole the distinction between advising and counseling.

Publicize appropriate referral strategies.

Build on Title IV success by developing with its coordinator a plan for faculty-student mentoring.

Recommendations
Financial Aid

Evaluate handouts and explanations of financial aid procedures for simplicity and clarity.

Develop with the Public Relations Office short flyers for special interests, e.g., aid to foreign students, special scholarships, private loan options.

Consider expanded secretarial or paraprofessional assistance on an hourly rate.

Explore with alumni office possibilities of financial sponsorship and mentoring.

Explore the feasibility of alternate tuition plans, in-house loan programs, and other means of assisting students to meet costs of tuition.

Explore with Grants Committee ideas for developing endowment for scholarship, loan, and work-study positions.

Recommendations (continued)
Financial Aid

Consider increasing on-campus jobs for students.

Retain PWEAA System.

Examine advisability of an on-line system to permit direct crediting of student accounts.

Train admissions personnel to handle preliminary financial aid interviews.

Recommendations
Placement

Consult with Public Relations Office for revision of "The Job Search" so that it is more succinct, smaller, and mailable at lower cost.

Consult with Public Relations Office for suggestions on layout and presentation of other office publications such as mini-resume listing.

Cooperate with Counseling Center, Cooperative Education, and Division Directors in developing a comprehensive plan for career development and job search skills.

Reevaluate lifetime placement service. Consider a ten-year limit or a mandatory interview and possible retraining.

Cooperate with Financial Aid and the Secretarial Division to develop a student typing service for a fee for resumes, term papers, etc.

Investigate purchase of a collator to reduce staff time spent in assembling and mailing of mini-resumes.

Explore cost of using a mailing firm to send mini-resumes.

Encourage increased student help as needed. Consider part-time secretarial help.

Publicize and explain services through articles in the Peircetonian and occasional visits to faculty and/or departmental meetings.

Cooperate with Student Activities in presenting programming that will develop career skills.

Follow-up student job interviews, perhaps with referral card.

Develop placements by regular schedule of company contact.

Pursue new placement possibilities in the nonprofit sector through contact with Greater Philadelphia Cultural Alliance and its affiliate agencies.

Recommend a cost-efficient and time-effective plan for computerization of office functions.

Recommendations
Student Activities

Reevaluate total student activities program in terms of its educational value. Set identifiable goals and measure every activity against them.

Charge Student Personnel Services Committee to evaluate total student activities program and review its direction.

Reexamine commencement responsibilities for possible assignment to Registrar's Office of orders for degrees, mailing of graduation cards, and processing of alumni requests for duplicate and backdated degrees.

Reexamine total activities budgeting process and justification for customary expenditures.

Request the Student Personnel Services Committee to consider reinstating a 2.0 GPA for active membership in any student organization.

Reexamine paperwork requirements for organizations. Simplify and streamline procedures.

Devise a repeatable training model to develop student leadership skills.

Suspend intramural sports program until interest is renewed and a need for such a program exists.

Reconsider financial or released time compensation for at least some sponsorships.

Develop an evaluation process for sponsors that will ensure accountability.

Develop training for activity sponsors.

Reconsider possibility of a block of time when classes are not scheduled for a common meeting time--perhaps Tuesday, Thursday 11:00-12:30.

Repeat developmental student orientation program and require student attendance.

Encourage attendance and participation in appropriate professional organizations and workshops.

Recommendations
Student Health Service

Reexamine possible advisability of compulsory medical insurance for international students.

Maintain referral service with licensed physician.

Train college personnel--day, evening and weekend--in emergency procedures.

Recommendations (continued)Student Health Service

List and post procedures to be followed in emergencies.

Provide emergency first aid kits at appropriate and accessible locations in both the main building and the Student/Faculty Center.

Consider relocation of infirmary to free present space for class or lab use.

Ask Administrative Council to evaluate the Student Health Service function and decide:

- a. to increase health service to 35 hours a week
- or
- b. to eliminate the health service

Should the decision be to increase the health service, this committee recommends the following:

Locate supervisory responsibility for Student Health Services with the Director of Counseling Center as part of his newly expanded supervisory role.

Assume leadership role in planning "wellness" programs and educational efforts related to human sexuality, nutrition, drug and alcohol abuse, and social diseases.

Consider annual offering of training in first aid, CPR techniques, the Heimlich maneuver, etc.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

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